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ABSTRACT

A study was designed to evaluate the implementation of career exploration in marketing/distribution and hospitality/recreation through courses offered in one junior high and four senior high school classes in Wisconsin in 1977. The marketing/distribution and hospitality/recreation curriculum was incorporated in distributive education, American history, business, and English careers classes. Six teachers and 246 students, representing grades 8 through 12, were involved in the study. Information for the evaluation was obtained using four teacher questionnaires and two student questionnaires. Based on the responses in these questionnaires, it was suggested that the marketing/distribution and hospitality/recreation curriculum should be recommended for use in Wisconsin not only for exploratory distributive education classes but also in general career exploration classes. (Copies of the questionnaires are appended.) (BB)

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THE INTEGRATION OF MARKETING/DISTRIBUTION AND HOSPITALITY/ RECREATION CAREER EXPLORATION CURRICULUM INTO SELECTED CAREER EXPLORATION CLASSES

SPRING, 1977

Prepared by:

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Funded by:

The Department of Public Instruction
Wayne J. Harrison, Supervisor
Marketing and Distributive Education

CE 015 119

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THE INTEGRATION OF MARKETING/DISTRIBUTION AND HOSPITALITY/ RECREATION CAREER EXPLORATION CURRICULUM INTO SELECTED CAREER EXPLORATION CLASSES SPRING, 1977

Introduction

Overview

This project provided an opportunity to implement career exploration in marketing/distribution and hospitality/recreation through courses offered in one junior high and four senior high school classes in Wisconsin, Spring Semester, 1977. The curriculum selected for this project was developed by Contract Research Corporation funded under Contract No. OEC-0-73-5233 and No. OEC-0-74-9242 by the Curriculum Development Branch, Bureau of Occupational and Adult Education, USOE, DHEW, entitled Career Exploration in Marketing and Distribution and Career Exploration in Hospitality and Recreation. These curriculum materials were designed to enable students to explore career opportunities in marketing/distribution and hospitality/recreation. The six teachers involved in the study selected the strategy of infusing the marketing/distribution and hospitality/recreation curriculum into existing curriculums.

The schools participating in the study were Central Junior High, Kimberly High, Northwestern High, Washburn High, and Washington High. At Central Junior High the curriculum was used in an eighth grade careers class. The curriculum was used by two teachers at Kimberly High in two distributive education classes and one American history class. Northwestern High used the curriculum in an introduction to business class, and Washburn High used it in a tenth grade English Careers class. Lastly, Washington High used the curriculum in an introduction to business class and a distributive education class.

Objectives

The objectives of the project were to:

1. Integrate the marketing/distribution and hospitality/recreation career exploration curriculum into junior high and high school career exploration classes for the spring semester, 1977.

2. Recommend logical sequencing of career exploration material based on selected units.

3. Adapt selected units to meet the specific goals and experiences of the students.

4. Ascertain problems and difficulties encountered by the teachers in the integration of marketing/distribution and hospitality/recreation exploration materials with other selected career education material.

5. Evaluate and establish guidelines and procedures for future integration of marketing/distribution and hospitality/recreation career exploration curriculum into existing career exploration classes in junior and high schools.

6. Assess student perceptions of career development activities and opportunities in marketing/distribution and hospitality/recreation.

General Description

The emphasis on career education in recent years has been accompanied by an increased effort to produce career curriculum. The U.S. Office of Education, DHEW, has supplied extensive funding for such curriculum development under Part I. Curriculum Development in Vocational and Technical Education, Vocational Education Amendments of 1968, Public Law 90-576. The marketing/distribution and hospitality/recreation curriculum was developed and disseminated pursuant to contracts with the Bureau of Occupational and Adult Education, USOE, DHEW. The marketing/distribution curriculum was field tested with junior high school students in three states, Virginia, Ohio, and Massachusetts, and seven classrooms while the hospitality/recreation curriculum was field tested in three junior high school classrooms.

Having reviewed this curriculum the Supervisor of Marketing and Distributive Education, the Wisconsin Department of Public Instruction, requested that a study be made to determine the potential for its use and/or adoption in general career exploration classes and exploration in distributive education classes in junior and/or senior high schools in rural and/or urban settings. Based upon this study, recommendations will be made for its use in Wisconsin not only for distributive education but, also, for career exploration classes.

Methodology

Sampling Strategy

Names of Local Vocational Education Coordinators (LVEC's) who had indicated an interest in the marketing/distribution and hospitality/ recreation curriculum were made available to the investigator. Letters (Appendix A) were sent to each LVEC requesting the name of teachers who would be interested in using the curriculum spring semester, 1977. Letters (Appendix B) were then sent to the principals and/or supervisors of teachers identified by LVEC's requesting their permission to include the teacher(s) in the study. Permissions were received to involve eight teachers of which one had used the curriculum materials in the fall semester of 1976 and one anticipated using the curriculum for 36 weeks in an Opportunites and Techniques of Marketing class in the Fall of 1977. The curriculum materials were made available to the other six teachers through the Supervisor of Marketing and Distribution, the Department of Public Instruction.

Description of the Student Sample

The students represented in this study were from grades 8 through 12. They were distributed among the grades as follows:

Grade	Number of Students
8	35
9	27
10	58
11	70
12	56
Total	246

There were 120 males and 125 females, and six failed to answer the question, for a total of 251 students. No attempt was made to ascertain ethnic groupings in the questionnaires.

Description of Teachers

The implementation of the marketing/distribution and hospitality/recreation curriculum was undertaken by two female and four male teachers of English and distributive education and career exploration, history and distributive education respectively. Teaching experience ranged from three to sixteen years with an average of six and one-third years in teaching. Work experience other than teaching ranged from one to five years with an average of three years. The number of weeks the teachers used the curriculum ranged from two to ten weeks with the least amount of time spent on hospitality/recreation.

Instrumentation

The instruments used with the teachers and the students in this study were adapted from A Kit of Career Education Assessment and Evaluation Instruments developed by the Wisconsin K-12 Career Education Consortium funded through the USOE, DHEW Project No. 554 AH 50646 and Grant No. GOO 750 3906, 1976.

The instruments (Appendix C) selected for modification for use with the teachers were:

1. Career Education--Basic Skills Materials Evaluation
2. Career Education Activities Survey
3. Career Education--Staff Involvement Survey

The instruments (Appendix C) modified for use with students were:

1. Student Assessment of Career Development Activities
2. Interacting Experience with Business People

Evaluation Design

A one group post-test only design was used. The Career Exploration in Marketing/Distribution and Hospitality/Recreation curriculum was used

and then data was collected. Data from the modified instruments used with the teachers were analyzed using frequency and percentage computations where appropriate; however, the primary focus was on eliciting information that would be valuable for future teachers using the curriculum materials. Likewise, data collected from the modified student instruments were analyzed using frequency and percentage computations and means for individual items and total scores where appropriate.

Results

Introduction

The four teacher questionnaires and two student questionnaires yielded an adequate amount of information for the evaluation of the Career Exploration in Marketing/Distribution and Hospitality/Recreation curriculum. Teacher responses to the four instruments will be reported first followed by student responses to two instruments.

Teacher Response to the Evaluation

Career education--basic skills materials evaluation form. The modified form of the instrument was entitled marketing/distribution and hospitality/recreation career exploration curriculum. The instrument was divided into four sections; namely, content, format, revisions, and general reactions. Because the instrument was administered for the expressed purpose of eliciting information that would be important to teachers who elect to use the curriculum in the Fall of 1977, no formal analysis was required. The questions and responses by section follow:

Content

1. Were the concepts appropriate for your students? Yes 6 No 0
2. By your observation, did the students learn career development concepts? Yes 6 No 0
3. Did the students become acquainted with marketing/distribution and hospitality/recreation occupations? Yes 6 No 0
4. Do you think the students enjoyed using the student centered, active, participatory learning activites? Yes 6 No 0
5. Were there any activities that were not interesting to the students? Yes 3 No 2 Blank 1

   If yes, explain: a) Activities became repetitious, b) Research, and c) Matching people to jobs became repetitious at times.
6. On the whole, was the curriculum usable and appealing to the students? Yes 6 No 0

7. Your comments about difficulties encountered in using the curriculum:

   Marketing/Distribution: a) I enjoyed most of the work involved. The only difficulty was in the time I had for reading the materials in advance. I did not find time for the Conceptual Framework at all, b) Didn't allow enough time, c) Grade level and vocabulary too high for 8th grade students, and d) Not enough time to fully evaluate.

   Hospitality/Recreation: a) None and b) Ping Pong Tournament--difficult for one person to verify correctness of forms and provide results as fast as students completed each round.

Format

1. Were the directions clear -for the teacher? Yes 6 No 0
   -for the students? Yes 5 No 1

2. Were the curriculum materials attractive? Yes 6 No 0

3. Were the curriculum materials easy to use? Yes 6 No 0

4. Could you use the curriculum materials from the directions given? Yes 6 No 0

5. Additional comments: a) None and b) Worked well with own curriculum materials and guidance materials

Revisions

1. For future courses, would you make any changes in your use of the curriculum materials? Yes 5 No 1

   If yes, please explain.

   Marketing/Distribution: a) Shorter directions for teachers with trimester classes (12 week), b) Will use more next year, c) Add more information on simulation on oil, and d) Vocabulary.

   Hospitality/Recreation: a) None and b) Suggest use throughout the year.

2. Suggest any new ideas or activities we could include in the curriculum: a) I did not have time to do all the activities, so I do not know what the other activities are about, b) Introduction materials could be supplied, and c) Provide more detailed and involved activities, problems involving career areas, problems more challenging and take more time to complete

General Reactions

1. Would you use these curriculum materials in your future classes? If no, please explain. Yes 6 No 0

2. Would you suggest the use of these curriculum materials to other teachers? Yes 6 No 0

3. Do these materials compare favorably to other career education materials you have used? Yes 6 No 0

4. Was the preparation that you had to do worth the effort? Yes 6 No 0

5. Additional Comments: a) It was fun to do, and I'm glad I was given the opportunity. I will continue with this program in years ahead.

Career education activities survey. For purposes of this study, the words career education in the title were changed to marketing/distribution and hospitality/recreation. Questions were also modified where appropriate. The responses to the 14 items, 11 of which were general kinds of classroom activities, were answered according to the number of times an activity occurred in the classroom. The choice of responses were 1) Never, 2) one to two, 3) three to five, 4) six to ten, 5) eleven to twenty, and 6) twenty-one or more. Responses to the 11 general items and the two professional description items follow:

During the period of time that you used the Marketing/Distribution and Hospitality/Recreation Curriculum, how frequently did your class as a whole - - -

1. participate in preparing materials for bulletin boards, interest centers, or other displays about Marketing/Distribution and Hospitality/Recreation occupations? Never = 1, 1-2 = 4, 6-10 = 1

2. listen to parents discuss their jobs or careers? Never = 3, 1-2 = 2, 3-5 = 1

3. listen to outside speakers (other than parents) explain their jobs or careers? Never = 1, 1-2 = 3, 3-5 = 1, 6-10 = 1

4. go on field trips to learn about Marketing/Distribution and Hospitality/Recreation occupations and the places where these occupations are available? Never = 4, 1-2 = 1, 3-5 = 1

5. examine tools, machinery, or other objects connected with Marketing/Distribution and Hospitality/Recreation occupations? Never = 3, 6-10 = 3

6. watch films, filmstrips, or slides about Marketing/Distribution and Hospitality/Recreation careers? Never = 1, 1-2 = 1, 3-5 = 1, 6-10 = 1, 11-20 = 2

7. listen to records or tapes about Marketing/Distribution and Hospitality/Recreation careers? Never = 2, 1-2 = 2, 3-5 = 2

8. read printed materials on careers in Marketing/Distribution and Hospitality/Recreation? 1-2 = 2, 3-5 = 1, 6-10 = 1, 11-20 = 1, 21 or more = 1

9. write about careers in Marketing/Distribution and Hospitality/Recreation? Never = 2, 3-5 = 1, 21 or more = 3

10. discuss places where Marketing/Distribution and Hospitality/Recreation occupations are available? 1-2 = 2, 3-5 = 1, 21 or more = 3

11. play games or engage in other similar activities (e.g. role playing and simulation) to learn about Marketing/Distribution and Hospitality/Recreation careers? Never = 1, 3-5 = 3, 11-20 = 2

12. What grade level(s) do you teach?

Grades	7	8	9	10	11	12
Teachers	1	1	3	3	5	5

13. How many years of teaching experience do you have?

No. Years	3	4	5	10	16
No. Teachers	2	1	1	1	1

The responses recorded on the first 11 items showed the frequency and kind of career education activities integrated into the marketing/distribution and hospitality/recreation curriculum. Future teachers implementing the curriculum may find the data helpful in terms of identifying those activities engaged in most and least often which would need adjusting according to their individual class needs.

Career education--staff involvement survey. The 16 career development concepts contained in Wisconsin's Guide for Integrating Career Development Into Local Curriculum were listed on this instrument. The six teachers participating in the study designated the level of importance of each concept for the 7-12 grade level and indicated the extent to which each concept was emphasized in teaching the marketing/distribution and hospitality/recreation curriculum. The response frequencies recorded on the instrument follow:

Level of Importance for your Grade Level(s)			CAREER DEVELOPMENT CONCEPTS	Your Level of Emphasis		
Little or No Importance (1)	Moderate Importance (2)	Major Importance (3)		Little or No Emphasis (1)	Moderate Emphasis (2)	Heavy Emphasis (3)
	1	5	1. An understanding and acceptance of self is important throughout life.	1	2	3
	2	4	2. Persons need to be recognized as having dignity and worth.	1	3	2
	2	4	3. Occupations exist for a purpose.	1	2	3
	2	4	4. There is a wide variety of careers which may be classified in several ways.	1	4	1
	3	3	5. Work means different things to different people.	1	4	1
	1	5	6. Education and work are interrelated.	1	2	3
		6	7. Individuals differ in their interests, abilities, attitudes, and values.	1	1	4
	2	4	8. Occupational supply and demand has an impact on career planning.	1	2	3
	3	3	9. Job specialization creates interdependency.	1	4	1
	3	3	10. Environment and individual potential interact to influence career development.	1	4	1
	1	5	11. Occupations and life styles are interrelated.	1	1	4
	1	4	12. Individuals can learn to perform adequately in a variety of occupations.	1	2	3
	1	5	13. Career development requires a continuous and sequential series of choices.	1	2	3
1	1	4	14. Various groups and institutions influence the nature and structure of work.	2	1	3
		6	15. Individuals are responsible for their career planning.	1	1	4
	1	5	16. Job characteristics and individuals must be flexible in a changing society.	1	2	3

The recorded responses to the importance the six teachers in the study attached to the sixteen career development concepts and the extent to which they emphasized these concepts in their teaching should underscore the importance of including the concepts in subsequent implementation of the marketing/distribution and hospitality/recreation curriculum.

Student Response to the Evaluation

The students participating in the study were in grades 8-12 in one junior high and four senior high schools in Wisconsin. Table 1 shows the respondents by school by grade and by sex.

Table 1

Respondents by School, Grade and Sex

School	Respondent by Grade						Sex		
	8	9	10	11	12	No Answers	Male	Female	No Answers
Central	35						21	13	1
Kimberly				52	46	3	44	55	2
Northwestern		3	4	7	1		12	3	
Washburn			49	3	2		26	28	
Washington		24	5	8	7	2	17	26	3
Totals	35	27	58	70	56	5	120	125	6

Student assessment of career development activities. Particular items were deleted from the original 65 items of this instrument and the final instrument contained 27 items that provided a general assessment of programs and services relative to the marketing/distribution and hospitality/recreation curriculum which are delivered by teachers, counselors and others. Twenty-three of the items required a frequency type response; namely, almost always, regularly, sometimes, seldom and never. Four items

required a yes or no response. It was expected that the data obtained on this instrument would help teachers make changes where appropriate in repeat and/or first time use of the curriculum. In interpreting the data on the instrument it should be remembered that a high number of "Almost Always" or "Regularly" responses identify strong facets of the career planning help provided through the marketing/distribution and hospitality/recreation curriculum. Items with a high number of "Seldom" or "Never" responses indicate areas needing improvement. The response frequencies on the following instrument do not total 251 for each item due to skipped items by some respondents.

	ALMOST ALWAYS	REGULARLY	SOMETIMES	SELDOM	NEVER
1-3. Have the following school staff provided the opportunity to discuss with <u>you</u> the strengths and weaknesses which you may have in the academic subjects (performance, course grades, test scores)?					
1. guidance counselors	31	20	84	58	57
2. teachers	26	44	103	62	15
3. others_____	26	28	38	18	47
superintendent 2 principal 17 parents 24 friends 19 pastor 1 coach 1 social worker 1					
4. Have the importance of good work habits been discussed?	40	77	97	26	9
5. Have the activities in your class related to your career goals beyond high school?	39	57	98	38	19

		ALMOST ALWAYS	REGULARLY	SOMETIMES	SELDOM	NEVER
6.	Has your class discussed work values (work satisfaction, economic rewards, challenge, security) and the importance of your attitudes toward these values?	40	101	83	20	7
7.	Has your class taken field trips which included observing workers and conditions under which they work?	2	7	31	21	190
8.	Has your class provided opportunities to examine your personal work habits (i.e., ability to follow instructions)?	22	53	107	48	21
9.	Has your class explored your likes and dislikes as they relate to your future career goals?	25	66	89	51	20
10-11.	Have you talked with people now working (employed) regarding on-the-job training opportunities?					
	10. as a part of the class	12	18	57	65	97
	11. on your own	23	32	94	56	46
12.	Have you had an opportunity through the class to discuss with others the economics of working and employment (salaries, demand for skills, opportunities or openings available)?	21	65	101	47	17
13.	Have you had an opportunity to identify several occupations that you might consider for immediate employment through the class?	24	52	94	43	36
14.	Have your class activities included a consideration of your beliefs, values and ideals relating to work or careers/	22	64	111	32	20
15.	Has the class provided the opportunity to discuss career decision making skills, job hunting skills, and initial problems related to entering a career?	42	89	83	25	11
16.	Have you had opportunities to develop skills that will allow entry into an occupation (take a job) immediately following your graduation?	34	57	82	48	29

		ALMOST ALWAYS	REGULARLY	SOMETIMES	SELDOM	NEVER
17.	Have there been opportunities for you to discuss alternatives concerning career opportunities in the class?	21	58	114	4	15
18.	Have you had opportunities to discuss your future career choices in class?	16	31	97	55	49
19.	Has the class provided information on recent trends in careers and occupations?	44	74	89	36	7
20.	Have you had opportunities to share with parents discussions you have had concerning your career aspirations?	54	62	74	38	22
21-22.	Have you been provided opportunities to identify a primary profession or occupation in which you are interested?					
	21. to spend time making plans	20	43	106	59	22
	22. to talk about these plans with others	18	19	113	45	25
23.	Have you been provided opportunities to discuss, examine, or read specific job descriptions, responsibilities, and duties in class?	38	74	101	28	9

24.	Have you held a job for which you received payment since entering high school?	YES 194	NO 55
25.	Have you held a job during the past school year?	YES 161	NO 89
26.	Did you have a job last summer?	YES 173	NO 77
27.	Do you have a job at the present time?	YES 147	NO 102

Interaction experience with business people. The instrument was modified and the word interaction was deleted from the title for use in this study. The revised form contained nine items which allowed each respondent to rate on a 1 (Low) to 7 (High) scale his or her own knowledge of business and career opportunities in marketing/distribution and hospitality/recreation. This instrument would be of most benefit when used before as well as after the use of the curriculum. The data, however, can

serve as an indication of student assessment of their knowledge, skill, or attitude referred to in the questions based on their study of careers in marketing/distribution and hospitality/recreation. The frequencies on the scale from low to high do not total 251 for each item due to the failure of some respondents to answer all questions. The instrument and frequencies follow:

	LOW 1	2	3	4	5	6	HIGH 7
1. How would you rate your understanding of economic issues facing the United States today (i.e., inflation, recession, unemployment, etc.)?	6	15	49	80	62	28	11
2. How would you rate your understanding of the American free enterprise system?	18	26	53	55	62	28	8
3. How would you rate your present degree of knowledge of business and industry in the community and surrounding area?	3	16	35	76	65	41	13
4. How would you rate your understanding of the private business sector as compared to your understanding of public education?	15	30	68	69	37	23	5
5. Indicate the degree to which you are familiar with current employment trends in the community and surrounding area.	7	24	40	70	70	35	5
6. Indicate your knowledge of career opportunities in marketing/distribution and hospitality/recreation.	4	20	46	63	67	45	6
7. Indicate your knowledge of the applications of basic skills (reading, writing and math) in community businesses.	3	4	26	48	55	88	26
8. To what extent are you aware of the attitudes toward work held by other class members?	4	12	26	59	65	56	29
9. Indicate the degree to which you call upon the teacher to assist you in career exploration related activities associated with the course.	37	43	51	52	50	10	7

Recommendations

This study was undertaken to implement career exploration in marketing/distribution and hospitality/recreation through six established classes in English, American History, Introduction to Business, and Distributive Education. Data collected from the six teachers and 251 students participating in the study suggests that the curriculum selected for the study, Career Exploration in Marketing and Distribution and Career Exploration in Hospitality and Recreation, should be recommended for use in Wisconsin not only in exploratory distributive education classes but also in general career exploration classes. Comments from the teachers of eighth grade students suggests that the vocabulary used in the curriculum was a limiting factor in the selection of certain activities. Therefore, it is recommended that the reading level of students should be considered in the decision to implement all or part of the curriculum.

Appendix A

University of Wisconsin—Madison
DEPARTMENT OF CONTINUING AND VOCATIONAL EDUCATION

*264 Teacher Education Building, 225 North Mills Street, 263-4630
276 Teacher Education Building, 225 North Mills Street, 263-4640
208 Agriculture Hall, 1450 Linden Drive, 262-1361
120 Home Economics Building, 1300 Linden Drive, 262-2660
112 Teacher Education Building, 225 North Mills Street, *Departmental Office*, 263-2422
Madison, Wisconsin 53706

Dear :

I should like to request your assistance in identifying a person or persons who would be interested in using the Career Exploration in Marketing and Distribution and Hospitality and Recreation curriculum materials in their career exploration class or classes. I am conducting a project at the request of DPI's Supervisor of Marketing and Distributive Education, Mr. Wayne J. Harrison, to determine the feasibility of using this curriculum in career exploration classes in the Fall of 1977.

In order to provide the maximum amount of time to implement the curriculum in this semester, I would appreciate hearing from you during the first week of February in regard to the person(s) that you feel would be interested in integrating the curriculum into their established course of study.

Any assistance that you can provide me in getting this project underway will be greatly appreciated.

Sincerely,

Evelyn S. Barnes
Visiting Associate Professor

sjc

cc: , Principal

Appendix B

University of Wisconsin—Madison
DEPARTMENT CONTINUING AND VOCATIONAL EDUCATION

*264 Teacher Education Building, 225 North Mills Street, 263-4630
276 Teacher Education Building, 225 North Mills Street, 263-4640
208 Agriculture Hall, 1450 Linden Drive, 262-1361
120 Home Economics Building, 1300 Linden Drive, 262-2660
112 Teacher Education Building, 225 North Mills Street, *Departmental Office*, 263-2422
Madison, Wisconsin 53706

Dear :

Ms./Mr. has indicated an interest in using the Career Exploration in Marketing and Distribution and Hospitality and Recreation curriculum materials. I should like to request your permission to make these materials available to Ms./Mr. with recommended procedures for integrating the curriculum into the existing course of study.

Ms./Mr. participation would be of assistance in determining the feasibility of using this curriculum in career exploration classes throughout the State in the fall of 1977. This project is being conducted at the request of DPI's Supervisor of Marketing and Distributive Education, Mr. Wayne J. Harrison.

In order to provide the maximum amount of time to implement the curriculum in this semester, I would appreciate your advising me of your decision during the first week of February so I can make the curriculum available.

Thank you for your consideration of this proposal.

Sincerely,

Evelyn S. Barnes
Visiting Associate Professor

sjc

cc:

Appendix C

MARKETING/DISTRIBUTION AND HOSPITALITY/RECREATION
CAREER EXPLORATION CURRICULUM

Please answer the following questions about the integration of Marketing/ Distribution and Hospitality/Recreation Career Exploration Curriculum into your class.

Teacher's Name_____ Date_____

Name of class curriculum was used in: _____

Number of weeks you used the curriculum:

Marketing/Distribution _____

Hospitality/Recreation _____

CONTENT

	Yes	No
1. Were the concepts appropriate for your students?	____	____
2. By your observation, did the students learn career development concepts?	____	____
3. Did the students become acquainted with marketing/ distribution and hospitality/recreation occupations?	____	____
4. Do you think the students enjoyed using the student centered, active, participatory learning activities?	____	____
5. Were there any activities that were not interesting to the students? If yes, explain.	____	____
6. On the whole, was the curriculum usable and appealing to the students?	____	____

7. Your comments about difficulties encountered in using the curriculum:

Marketing/Distribution:

Hospitality/Recreation:

FORMAT

	Yes	No
1. Were the directions clear -for the teacher?	____	____
-for the students?	____	____
2. Were the curriculum materials attractive?	____	____
3. Were the curriculum materials easy to use?	____	____
4. Could you use the curriculum materials from the directions given?	____	____

5. Additional Comments:

REVISIONS

1. For future courses, would you make any changes in your use of the curriculum materials? If yes, please explain. ____ ____

Marketing/Distribution:

Hospitality/Recreation:

2. Suggest any new ideas or activities we could include in the curriculum.

Marketing/Distribution:

Hospitality/Recreation

GENERAL REACTIONS

1. Would you use these curriculum materials in your future classes? If no, please explain. ____ ____

2. Would you suggest the use of these curriculum materials to other teachers? ____ ____

3. Do these materials compare favorably to other career education materials you have used? ____ ____

4. Was the preparation that you had to do worth the effort? ____ ____

5. Additional Comments:

MARKETING/DISTRIBUTION AND HOSPITALITY/RECREATION ACTIVITIES SURVEY

Please indicate the frequency of occurrence of each activity in your classroom by placing a (√) in the appropriate box.

25 During the period of time that you used the Marketing/Distribution and Hospitality/Recreation Curriculum, how frequently did your class as a whole - - -

		Number of Times Activity Occurred in Your Classroom						
		Never (1)	1-2 (2)	3-5 (3)	6-10 (4)	11-20 (5)	21 or More (6)	
1.	participate in preparing materials for bulletin boards, interest centers, or other displays about Marketing/Distribution and Hospitality/Recreation occupations?	1.						
2.	listen to parents discuss their jobs or careers?	2.						
3.	listen to outside speakers (other than parents) explain their jobs or careers?	3.						
4.	go on field trips to learn about Marketing/Distribution and Hospitality/ Recreation occupations and the places were these occupations are available?	4.						
5.	examine tools, machinery, or other objects connected with Marketing/ Distribution and Hospitality/Recreation occupations?	5.						
6.	watch films, filmstrips, or slides about Marketing/Distribution and Hospitality/ Recreation careers?	6.						
7.	listen to records or tapes about Marketing/Distribution and Hospitality/ Recreation careers?	7.						
8.	read printed materials on careers in Marketing/Distribution and Hospitality/ Recreation?	8.						
9.	write about careers in Marketing/Distribution and Hospitality/Recreation?	9.						
10.	discuss places where Marketing/Distribution and Hospitality/Recreation occupations are available?	10.						
11.	play games or engage in other similar activities (e.g. role playing and simulation) to learn about marketing/distribution and hospitality/recreation careers?	11.						

30

29 12. What grade level(s) do you teach? _____

13. How many years of teaching experience do you have? _____

Your Name _____

CAREER EDUCATION - STAFF INVOLVEMENT SURVEY

Listed below are 16 basic career development concepts contained in Wisconsin's Guide for Integrating Career Development Into Local Curriculum. Please check the box in the left-hand column which best expresses the importance you attach to each of these concepts at the grade level(s) you are teaching. Then, in the right-hand column, indicate the extent to which you are emphasizing these concepts in your teaching.

K-3 TEACHERS, PLEASE RESPOND TO FIRST SEVEN CONCEPTS.
4-6 TEACHERS, PLEASE RESPOND TO FIRST 14 CONCEPTS.
7-12 TEACHERS, PLEASE RESPOND TO ALL 16 CONCEPTS.

Level of Importance for your Grade Level(s)			Career Development Concepts	Your Level of Emphasis		
Little or No Importance (1)	Moderate Importance (2)	Major Importance (3)		Little or No Emphasis (1)	Moderate Emphasis (2)	Heavy Emphasis (3)
			1. An understanding and acceptance of self is important throughout life.			
			2. Persons need to be recognized as having dignity and worth.			
			3. Occupations exist for a purpose.			
			4. There is a wide variety of careers which may be classified in several ways.			
			5. Work means different things to different people.			
			6. Education and work are interrelated.			
			7. Individuals differ in their interests, abilities, attitudes, and values.			
			8. Occupational supply and demand has an impact on career planning.			
			9. Job specialization creates interdependency.			
			10. Environment and individual potential interact to influence career development.			
			11. Occupations and life styles are interrelated.			
			12. Individuals can learn to perform adequately in a variety of occupations.			
			13. Career development requires a continuous and sequential series of choices.			
			14. Various groups and institutions influence the nature and structure of work.			
			15. Individuals are responsible for their career planning.			
			16. Job characteristics and individuals must be flexible in a changing society.			

STUDENT ASSESSMENT OF CAREER DEVELOPMENT ACTIVITIES

Please circle the number which represents your most accurate or best answer to each question below. Answer for activities which may have been part of your class in Marketing/Distribution and Hospitality/Recreation career exploration.

School _____

Grade Level: 9 10 11 12 Sex: Male Female

		ALMOST ALWAYS	REGULARLY	SOMETIMES	SELDOM	NEVER
1-3.	Have the following school staff provided the opportunity to discuss with you the strengths and weaknesses which you may have in the academic subjects (performance, course grades, test scores)?					
	1. guidance counselors	1	2	3	4	5
	2. teachers	1	2	3	4	5
	3. others _____ (indicate)	1	2	3	4	5
4.	Have the importance of good work habits been discussed?	1	2	3	4	5
5.	Have the activities in your class related to your career goals beyond high school?	1	2	3	4	5
6.	Has your class discussed work values (work satisfaction, economic rewards, challenge, security) and the importance of your attitudes toward these values?	1	2	3	4	5
7.	Has your class taken field trips which included observing workers and conditions under which they work?	1	2	3	4	5
8.	Has your class provided opportunities to examine your personal work habits (i.e., ability to follow instructions)?	1	2	3	4	5
9.	Has your class explored your likes and dislikes as they relate to your future career goals?	1	2	3	4	5
10-11.	Have you talked with people now working (employed) regarding on-the-job training opportunities?					
	10. as a part of the class	1	2	3	4	5
	11. on your own	1	2	3	4	5
12.	Have you had an opportunity through the class to discuss with others the economics of working and employment (salaries, demand for skills, opportunities or openings available)?	1	2	3	4	5

		ALMOST ALWAYS	REGULARLY	SOMETIMES	SELDOM	NEVER
13.	Have you had an opportunity to identify several occupations that you might consider for immediate employment through the class?	1	2	3	4	5
14.	Have your class activities included a consideration of your beliefs, values and ideals relating to work or careers?	1	2	3	4	5
15.	Has the class provided the opportunity to discuss career decision making skills, job hunting skills, and initial problems related to entering a career?	1	2	3	4	5
16.	Have you had opportunities to develop skills that will allow entry into an occupation (take a job) immediately following your graduation?	1	2	3	4	5
17.	Have there been opportunities for you to discuss alternatives concerning career opportunities in the class?	1	2	3	4	5
18.	Have you had opportunities to discuss your future career choices in class?	1	2	3	4	5
19.	Has the class provided information on recent trends in careers and occupations?	1	2	3	4	5
20.	Have you had opportunities to share with parents discussions you have had concerning your career aspirations?	1	2	3	4	5
21-22.	Have you been provided opportunities to identify a primary profession or occupation in which you are interested?					
	21. to spend time making plans	1	2	3	4	5
	22. to talk about these plans with others	1	2	3	4	5
23.	Have you been provided opportunities to discuss, examine, or read specific job descriptions, responsibilities, and duties in class?	1	2	3	4	5
24.	Have you held a job for which you received payment since entering high school? (circle your answer)	YES				NO
25.	Have you held a job during the past school year?	YES				NO
26.	Did you have a job last summer?	YES				NO
27.	Do you have a job at the present time?	YES				NO

General Comments:

EXPERIENCE WITH BUSINESS

Please complete the questionnaire based on your study of careers in Marketing/Distribution and Hospitality/Recreation. Circle the number on the scale which represents your own assessment of your present degree of knowledge, skill, or attitude referred to in the question.

School _____

Grade Level: 9 10 11 12 Sex: Male Female

	LOW						HIGH
1. How would you rate your understanding of economic issues facing the United States today (i.e., inflation, recession, unemployment, etc.)?	1	2	3	4	5	6	7
2. How would you rate your understanding of the American free enterprise system?	1	2	3	4	5	6	7
3. How would you rate your present degree of knowledge of business and industry in the community and surrounding area?	1	2	3	4	5	6	7
4. How would you rate your understanding of the private business sector as compared to your understanding of public education?	1	2	3	4	5	6	7
5. Indicate the degree to which you are familiar with current employment trends in the community and surrounding area.	1	2	3	4	5	6	7
6. Indicate your knowledge of the career opportunities in Marketing/Distribution and Hospitality/Recreation.	1	2	3	4	5	6	7
7. Indicate your knowledge of the applications of basic skills (reading, writing and math) in community business.	1	2	3	4	5	6	7
8. To what extent are you aware of the attitudes toward work held by other class members?	1	2	3	4	5	6	7
9. Indicate the degree to which you call upon the teacher to assist you in career exploration related activities associated with the course.	1	2	3	4	5	6	7

10. School level:

_____ middle

_____ high school

References

"A Kit of Career Education Assessment and Evaluation Instruments". Developed by the Wisconsin K-12 Career Education Consortium, August, 1976.

Gordon, Alice K., Bernaree P. Wiley, Robert I. Tobin, Cleste Andrade, and Kristina Engstrom. Career Exploration in Marketing and Distribution. Belmont, Massachusetts: Contract Research Corporation, 1975. (Available through the U.S. Government Printing Office, Washington, DC)

Wiley, Bernaree P., Robert I. Tobin, Kristina Engstrom, Celeste Andrade, Ann Reed and Jo Schuchat. Career Exploration in Hospitality and Recreation. Belmont, Massachusetts: Contract Research Corporation, 1976.